***Spanish / French***

Seventh grade studentsparticipate in World Language Classes daily for **(state minutes).**  The curriculum addresses each of the World-Readiness Standards for Learning Languages — communication, cultures, connections, comparisons and community. The instructional goals for each thematic unit integrate language, culture and content in age-appropriate ways. Assessment focuses on what students can do with the language and language classes are taught almost entirely in Spanish. It is important that both teachers and students use the target language in class. Students may be tempted to state that they do not understand the language that is being used, but they have been given strategies for indicating that they are confused so that any confusion can be addressed. At this level, teachers routinely use gestures, images, realia and other tools to make language comprehensible.

**Performance Goals**

By the end of seventh grade, students will be able to communicate using sentences and strings of sentences on familiar topics. They will understand the Spanish that their teacher uses when speaking about familiar topics, but will also begin to understand the main ideas of authentic written texts or conversations with short, simple messages that focus on familiar topics. They will be able to handle short social interactions by asking and answering questions.

**Use this for French**

By the end of seventh grade, students will be able to communicate using sentences on topics they have studied in class. They will understand the French that their teacher uses when working in familiar contexts and will be able to understand familiar language in authentic written and spoken texts. They will usually be able to handle short social interactions by asking and answering questions.

Your student has a copy of the performance desciptors for each mode of communication that further explains the goals that are summarized here.

**Unit 1: No Man is an Island**

Essential Question: How are we connected to others?

Students will explore their connections with others as they describe and discuss family, friends and pets in their lives and in the target culture. They will consider how they spend time with others and will compare their leisure time activities to the leisure time activities of others in cultures where the language is spoken. They will consider the importance of family and friends as they define family and identify traits of good friends. They will describe traditions and celebrations that are part of their lives and will share basic information on traditions and celebrations in their home country in their role as an exchange student. Finally, they will create a visual representation showing their connections to others.

**Unit 2: Healthy Lifestyle**

Essential Question: What does it mean to be healthy?

Students will consider healthy lifestyle factors — diet, exercise, and daily routines. Students will compare American cuisine to the various cuisines of the target language countries. They will consider the type of food that they and others eat and will indicate their likes and dislikes. They will be able to say why they eat/don’t eat certain foods, commenting on how healthy or unhealthy certain foods are. Students will compare and contrast the American food plate to the pyramids of other cultures. They will create their own personal food and activity pyramids and discuss those pyramids with their peers. They will create a Public Service Announcement promoting one aspect of a healthy lifestyle.

**Unit 3: Vacation Time**

Essential Question: What is an ideal vacation? Why travel?

Students will consider a variety of summer experiences and decide what makes for a great vacation destination. They will pick an ideal vacation destination where the target language is spoken. They will comment on where they are going and what they are doing there. Then, they will work with others to negotiate all that they are going do while they are on vacation.